



TUXFORD FAMILY COLLABORATION

Safer Recruitment Policy

Family Vision

By working together effectively in a partnership of equals the Tuxford Family Collaboration will develop a sense of shared identity and common purpose with a vision for improving the attainment, achievement and progression of all young people and ensuring their wellbeing within our collaborated schools.

Introduction

Safeguarding children is a priority for the Tuxford Family Collaboration and incorporates safeguarding measures in the recruitment process as an essential part of that.

Staff have a crucial role to play in shaping the lives of young people. They have a unique opportunity to interact with children and young people in ways that are both affirming and inspiring. This policy is to help existing staff and people aspiring to be staff at the school, to establish the safest possible working environment.

Aims

- To ensure the safeguarding of all young people in the school
- To reduce the risk of staff being falsely accused of improper or unprofessional conduct
- To ensure that safer recruitment processes are being followed by all staff
- To link to the Child Protection and Whistle blowing.

Recruitment and selection

This document sets out the schools policy in relation to the recruitment and selection of staff. The principles in this policy apply to all appointments made in the school once a decision to recruit has been taken. This recruitment and selection process is followed rigorously and is intended to ensure a safer recruitment process.

We recognise the need to recruit the best possible staff to all posts. We are also mindful of our overriding duty to safeguard and promote the welfare of children and young people. We are committed to a fair, thorough and consistent approach to recruitment and selection and believe this to be the most effective way of ensuring the delivery of quality services and of keeping children safe.

We believe that all applicants for jobs are entitled to fair and equal treatment and protection from discrimination.

We follow procedures that comply with employment law, as advised by the Local Authority and we comply with relevant education legislation and codes of practice.

Principles

This policy is founded on the following key principles:

- Prior to decision to recruit, all posts will be subject to review which will cover the need for the post, the duties and responsibilities as set out in the job description and the skills and attributes required by the person appointed.
- Staff will be appointed on merit.
- The process of selection will conform to legal requirements as advised by the Local Authority and will reflect the need to safeguard children and young people and promote their welfare.
- The process of selection will be open and accountable taking account of the right to confidentiality of individual applicants.
- Managers and governors involved in the appointment of staff will have the appropriate skills and experience for the task.

Recruitment and selection training

The Headteacher, senior teachers and a named governor will be trained in safeguarding procedures and will oversee that these procedures are adhered to in the recruitment and selection process. For all advertised posts, there will be at least one governor involved in the process. Other individuals will receive training where appropriate and/or be mentored by the staff who have had safer recruitment training.

Selection Process

PLANNING

- Decide on clear job/role and person specifications. Detail boundaries and expectations of the role, including requirements for safeguarding
- Draw up job advertisement
- Ensure that the job advert has a statement about the schools commitment to safeguarding
- Develop any additional information for applicants
- Decide panel for interview process at this stage if possible or as soon as possible. All members MUST be involved in the process from at least short listing onwards.

VACANCY ADVERTISED (WHERE APPROPRIATE)

- Distribute job advertisement as appropriate – refer to safeguarding procedures
- Ensure use of Local Authority application forms as these already comply with safer recruitment requirements

RECEIPT OF APPLICATIONS

- On receipt of applications, scrutinise them thoroughly. Look for gaps and anomalies in employment – explore these if the candidate is to be considered for short listing
- Do not accept CVs as part of application

SHORTLISTING

- Refer to job specification to guide short listing process
- Ensure all of panel who shortlist are able to follow rest of recruitment process

REFERENCES

- Sought directly from referees for short listed candidates – using NCC pro-forma
- Do not accept open references
- On receipt of references, check them against information on the application form, scrutinise and take up any issues of discrepancy with applicant at interview

INVITATION TO INTERVIEW

- Short listed candidates are invited to interview. They are required to bring proof of identity as part of CRB clearance and original documents to prove qualifications

FINAL INTERVIEW ARRANGEMENTS

- Ensure all of panel were involved from short listing onwards
- Ensure the panel have met and agreed issues and questions to be asked

INTERVIEW

- Explore the candidates suitability to work with children as well as for the post
- Ensure that there are at least 2 interviewers
- Verify identity and qualifications on day of interview – take copies of ORIGINAL documents only
- Complete CRB application form

Recruitment panels ought to be concerned where the candidate demonstrates:

- attitudes which attribute adult experience and knowledge to children, especially sexual knowledge or behaviour
- disproportionate amount of extra-curricular time spent in activities involving children
- personal life/work imbalance, including paucity of adult relationships/leisure pursuits
- attitudes which appear to underestimate the incidence and impact of sexual abuse
- an inability to recognise or respect boundaries around physical contact
- an inability to appreciate or describe the appropriate boundaries of a professional relationship with children or to distinguish between appropriate and inappropriate behaviour

CONDITIONAL OFFER OF APPOINTMENT

- Offer of appointment is made conditional on satisfactory completion of the pre appointment checks and for non teaching posts, a probationary period

FINAL CHECKS

- Any other checks that were not able to be verified at the interview time, to be verified
- Candidates health checked through OHU
- GTCE- ensure that candidate is registered

INDUCTION

- Probationary period for non teachers with mentoring
- All volunteers have an induction period with mentoring
- Statutory induction period for NQT. School induction period for other teachers

Danger signs during interview

- Indications that an applicant may have a tendency towards physical abuse may be revealed in references which may contain evidence of past incidents involving physical abuse.
- In interview, the indicators for a physical abuser may include:
 - A lack of ability to manage conflict, or to cope with challenging behaviour.
 - Inability to recognise or respect boundaries around physical contact, e.g. when physical intervention is appropriate and reasonable to restrain or control a pupil, and what kind and degree of intervention might be acceptable in different circumstances.
 - A worldview in which physical violence is an acceptable solution to problems or disputes.
 - An inflexible authoritarian approach to discipline, or an unrealistic reliance on children's reasonableness.
 - Poor classroom management and an inability to exercise appropriate control and discipline.
- Physical abuse may take a variety of forms:
 - Inappropriate physical contact
 - Verbal threats of violence
 - Physically aggressive outbursts
- Emotional abuse occurs in all incidents of sexual abuse due to the mendacity employed by the abuser in targeting, manipulating and exploiting the child. The fact that the abuser is, commonly, someone in a position of trust compounds the psychological impact on the victim.
- Emotional abuse can occur on its own, for example, in cases where a child is consistently singled out for negative attention by a staff member or whose need for protection and/or assistance is consistently ignored.
- Bullying, harassment, ridicule, and discrimination all can amount to emotional abuse.

Appendices

Appendix 1: Code of Conduct for Staff

Appendix 2: Request for Reference – Proforma

Appendix 3: Single Central Record

Appendix 1

Code of Conduct for staff

Guard against naivety

- Sometimes, in trying genuinely to protect or support a pupil, a member of staff may display behaviour that seems abusive or inappropriate to an observer. E.g. a member of staff may attempt to restrain a child and bruise the child's arms where they were held, or sit a child on their lap to comfort them after a bad playground fall
- Staff need to be able to assess their behaviour in a given situation from the point of view of an outsider - a parent or governor for example, and avoid traps they may naively create for themselves.
- Induction training covers these issues and helps staff gain awareness of how their behaviours may be interpreted and the proper procedures to follow in different situations. Sometimes, "I was just trying to help." isn't a sufficiently good explanation.

Best intentions

- Staff may have the best of intentions, but those intentions can easily be expressed in a manner that can be seen, by others, as inappropriate.

Inappropriate language

- Sometimes a teacher or a member of staff will try to relate to pupils - usually older children - by adopting their mannerisms and slang, or treating them as peers and sharing inappropriate comments and humour. This is dangerous. This behaviour does not build an effective relationship with the pupils, despite what the member of staff might believe. It erodes the basis of a professional relationship in which the adult is expected to act objectively in the best interest of the child, and blurs the boundary between appropriate and inappropriate behaviour.
- In many cases this kind of behaviour is never quite serious enough to lead to a complaint, but it will leave the member of staff in a very vulnerable and difficult position if an allegation of abuse is made against him/her.

Role models

- For teachers, the principle is well established: they should be role models. They should not model their behaviour on that of the children, nor should they follow their lead. The same principle applies to all other staff even though they do not have the same pupil/teacher relationship.
- It is also important to recognise that this kind of over familiarity, or befriending behaviour, can be interpreted as the start of a grooming process with older pupils.

Accepting and giving of gifts

- It is against the law for public servants to take bribes. Staff need to take care that they do not accept a gift that may be construed as a bribe.
- Parents and children may on occasions pass to staff small gifts or tokens of appreciation (e.g. at Christmas, end of school year) this is acceptable.
- It is unacceptable to receive gifts on a regular basis or of a significant value. Any member of staff concerned about a gift, must discuss this with the Headteacher.
- Any reward given to a young person, should be part of the agreed reward system within the school and not based on favouritism.

Infatuations

- Staff should be aware that it is not uncommon for pupils to have infatuations with their teachers. All situations or suspicions of this must be reported to the Headteacher as soon as possible.

Social contact

- Staff should not establish or seek to establish social contact with pupils for the purpose of securing friendship.
- If a child seeks to establish social contact either in person or via social networks e.g. text messages, Facebook etc. the member of staff must resist this and immediately inform the Headteacher.

Physical contact

- There are occasions when it is entirely appropriate and proper for staff to have physical contact with pupils, but it is crucial that they only do so in ways appropriate to their professional role.
- A 'no touch' approach is impractical. When physical contact is made with pupils, it must be in response to their needs at the time, of limited duration, and appropriate to their age.
- Staff need to use their professional judgment about physical contact with pupils.
- Physical contact should NEVER be secretive. Staff are strongly advised, that they judge physical contact as needed and they should try their best to ensure that there is another member of staff around, and /or several other pupils.
- If a member of staff believed an incident of physical contact could be misinterpreted, they must report this to the headteacher, as soon as possible.
- In cases of the need for regular physical contact (e.g. with a child who has SEN) any contact should be part of the schools policy, agreed with parents and regularly reviewed. Staff should listen, observe and take note of the child's reaction and record this in the appropriate place. If they have any concerns they should discuss this with the Headteacher.

Other activities that require physical contact

- Staff who teach PE/games or musical tuition have occasions to initiate physical contact with children in order to support the child to perform a task. This physical contact should always take place with the child's agreement.
- Contact under these activities should be for minimum time necessary and take place in an open environment. Staff should remain sensitive to any discomfort expressed by the child, either verbally or non-verbally.

Showering /changing

- A balance of supervision of children whilst they are changing and allowing them privacy is very difficult to gain.
- When children change, staff should be in the room, but should remain at a reasonable distance from the children. Older children require more privacy. Teachers should discuss with the children, how/where/when they would feel comfortable getting changed and within the confines of space try to accommodate this request. Any variations in changing routines, must be approved by the headteacher.
- Younger children may ask for buttons/zips to be done up for them. Keep this contact very brief and ensure that there are plenty of other children and/or an adult about.

Pupils in distress

- Younger children often become upset. It is a natural and caring reaction for staff to wish to comfort them. Sitting a child on your knee is not recommended except in exceptional circumstances. Staff will comfort a child from time to time by placing a caring hand on the shoulder or giving them a little hug. Staff are asked to extend their professional knowledge of the situation and judge it accordingly. They are advised only to display comforting techniques as mentioned in the presence of several other children and/or an adult

Behaviour management

- Behaviour management must be in line with the schools agreed behaviour policy.
- Sarcasm, demeaning or insensitive comments towards pupils are not acceptable in any situation.

Care, control and physical intervention

- Staff may intervene to prevent a pupil from committing a criminal offence, injuring themselves or others, causing damage to property, engaging in behaviour prejudicial to good order and to maintain good order and

discipline. Staff should have regard to the health and safety of themselves and others.

- Under no circumstances should physical force be used as a form of punishment.
- In all areas where physical force has been deemed necessary by staff, it must be reported to the Headteacher immediately.
- Touching a child's shoulders and 'manoeuvring them' out of the way is not an appropriate action unless it is being used to avert a dangerous situation.

Sexual contact with young people

- Any sexual behaviour by a member of staff with or towards a child or young person is inappropriate and illegal.
- If a member of staff appears to be 'favouring' a child, this could be construed as 'grooming'. This is an offence.

One to one situations

- One to one situations should be avoided at all costs, although it is difficult to manage these sometimes.
- If a member of staff finds themselves in a one to one situation, this should be recorded and discussed with the headteacher.

Overnight supervision

- There are occasions where children engage in residential activities. In these circumstances staff should never invite a child into their room for any activity (e.g. the administration of medication)
- If staff need to go into a dormitory room, they should knock loudly first, then open the door slightly, they should state who they are and ask if it is alright to enter.
- Staff should only enter dormitories for short periods of time, for specific reasons - e.g. to give instructions, diffuse a dangerous situation

Transporting children

- Staff may agree to transport children. This is for short, local trips only.
- Wherever possible and practicable, transport should be undertaken in other than private vehicles, with an additional adult acting as escort.
- It is sometimes a requirement for children to be transported to sporting events. In this case, there must be more than one child in the car and no children sitting next to the driver if an escort is not available.
- Staff must ensure that their vehicle is insured appropriately and in a roadworthy condition.
- It is NEVER appropriate for staff to give children lifts to and from school. If the possibility of this situation arises, they must seek advice from the headteacher.

Educational visits and after school activities

- During educational visits a more informal dress code may be required but this should still be suitable for your professional role.
- Educational visits should carefully consider the pupil groupings and appropriate supervision levels. All supervisors must have CRB clearance

First aid and the administration of medicines

- All school staff are fully trained in first aid. The administration of any medicines by a member of staff should be appropriately recorded.
- When administering medicines, staff should try to ensure that there is another member of staff present wherever possible.

Intimate care

- Some younger children may wet or soil themselves and need changing. In this case at least two members of staff should assist a child in this regard.
- Staff should not enter the children's toilets unless it is an emergency. Two members of staff should be near the area, one can knock loudly on the door, open the door a bit, and then seek permission to enter.
- Children should be encouraged to undertake independently their own personal care.

Curriculum

- Many areas of the curriculum can include or raise subject matter which is sexually explicit or of a sensitive nature. Care needs to be taken that resources cannot be misinterpreted and are clearly related to the objectives of the lesson plan.
- If in a lesson, an unplanned discussion about a sexual or sensitive nature arises, staff need to avoid entering into a discussion and seek advice from a senior member of staff.
- Care also needs to be taken in ensuring that lessons only abide by the governing bodies sex and relationship policy.

Photography/videos

- Many school activities including the taking of photographs/video images for recording purposes. Staff need to be clear about why photographs are taking place and ensure that the process cannot be misinterpreted.
- When using photographic/video equipment, staff need to inform a senior member of staff.
- Staff need to make sure all images available are screened for suitability.
- Images should NOT be taken in one to one situations.
- If a photograph is used:
 1. the child should not be named
 2. if the pupil is named in a document their image should not be
 3. the image will be securely stored

4. all images are available for senior staff to approve

Internet use

- Under no circumstances should any adults use the internet to access inappropriate images. Accessing child pornography or indecent images of children and making or storing such material is illegal and if proven will lead to the individual being barred from working with children.
- All staff must use their laptops with the same care and must not access any of the above material. They must also ensure that family members are not allowed inappropriate access to the laptop.
- Staff must be aware that in the case of any suspicions, their machines will be seized and the history scrutinised.
- Staff must follow the schools ICT policy.

Whistle blowing

- Whistle blowing is the mechanism by which staff can voice their concerns, made in good faith without fear of repercussions. Any behaviour by colleagues that raises concerns must be reported.
- Staff must follow the schools whistle blowing policy.

Sharing concerns and recording incidents

- All staff need to familiarise themselves with the schools child protection policy and this policy document.
- In the event of an incident occurring that may result in an action being misinterpreted and/or an allegation being made against a member of staff, the information should be clearly and promptly recorded and reported to the headteacher.

Appendix 2 -Request for Reference - Proforma

CONFIDENTIAL

Dear

(.....) School

Appointment of –

Name of Applicant –

Current Post

The above mentioned has applied for the post of * at this school and has given your name/organisation as a referee.

I should be grateful, therefore, if you would complete the attached form to indicate her/his suitability for this post together with an indication of whether you are able to recommend this applicant **without reservation**. Please complete all relevant sections using additional sheets if required.

A reply by * would be greatly appreciated (*and I enclose a pre-paid envelope for your convenience*). This reference is invited on the understanding that it will be available for inspection by the applicant if s/he is successful, unless it is clearly indicated that it is given on a confidential basis. Please ensure, therefore, that this reference is factual and does not contain any material mis-statement or omission. Where it is not possible to provide specific information as requested, please indicate the reasons for this.

Thank you for your co-operation.

Yours sincerely

CONFIDENTIAL - Reference Request

Name of School:
 Headteacher:
 Address:
 Telephone No:
 Fax No:
 Email:

SECTION A – Reference for:

Name of applicant	
Address	
	Postcode
Post applied for (job description/person specification enclosed)	
Name of school at which post is located:	

SECTION B – Role in which applicant is known to you

From	To	Role/job title	Salary (if appropriate)	Main responsibilities/ Subjects/age range taught (as appropriate)
Are/were you the applicant's employer?				
Reasons for leaving/intending to leave this post as known to you e.g. promotion, relocation, change of role, personal factors, dismissal (state grounds), compromise agreement				
Would you re-employ the applicant?				
Attendance record – i.e. number of days lost due to sickness in last 2 years				
Disciplinary record - Details of any disciplinary procedures (conduct and/or performance) applied to the applicant for which a disciplinary investigation, warning or sanction is current				

<p>Details and outcome of any disciplinary procedures to which the applicant has been subject relating to the safety and welfare of children (including those where a disciplinary warning or sanction has expired)</p>	
<p>Details and outcome of any allegations/concerns regarding the applicant's behaviour towards children or young people or their safety and welfare</p>	
<p>SECTION C This can be changed</p>	
<p><i>How effective overall is the applicant in the post/role shown in Section B?</i></p>	
<p><i>What are his/her general strengths in such areas as curriculum/knowledge, planning and assessment and current educational issues?</i></p>	
<p><i>How effective are the applicant's classroom and behaviour management skills?</i></p>	
<p><i>How does he/she relate to pupils, staff, parents and others?</i></p>	
<p><i>How punctual is the candidate?</i></p>	
<p><i>How does the candidate relate and work within a team?</i></p>	
<p><i>Does the candidate have high standards in terms of professional behaviour?</i></p>	
<p>SECTION D</p>	
<p>Do you know of any reason why the applicant should not be engaged to work with children. <input type="checkbox"/> Yes <input type="checkbox"/> No</p>	

If yes, please give reasons

Please add or attach any additional information which you consider is relevant to the appointment panel.

Recommendation in terms of suitability for post applied for:

Recommended without reservation

Recommended with the following reservations	
Not recommended	

Reference provided by:

Name:

Role/Designation:

Organisation/school:

Address:

.....

In what capacity is the applicant known to you?

Signature:

Date:

